

Autumn Term	Spring Term	Summer Term
<b>Theme: Health and Wellbeing</b>	<b>Theme: Relationships</b>	<b>Theme: Living in the wider world</b>
<i>Where we learn to keep ourselves happy, healthy and safe in the world around us.</i>		
<p><b>Key Objectives:</b></p> <p><b>Lesson 1: Can I understand my own emotions?</b></p> <ul style="list-style-type: none"> <li>To describe and understand their feelings</li> <li>To develop simple strategies for managing them.</li> <li>I can describe how I feel</li> <li>I can recognise what might cause these feelings</li> <li>I can identify different ways of responding to emotions</li> <li>I can plan appropriate action to manage my feelings</li> </ul> <p><b>L1 Key Vocabulary: feeling, emotion, help, happy, sad, angry, worried.</b></p> <p><b>Lesson 2: Can I explore what I am like?</b></p> <ul style="list-style-type: none"> <li>To recognise and celebrate their strengths and set simple but challenging</li> <li>I can describe what I am like/what qualities I have</li> <li>I can identify my strengths</li> <li>I can think of things I would like to get better at</li> <li>I can set myself small, achievable goals.</li> </ul> <p><b>L2 Key Vocabulary: skill, qualities, strengths, better</b></p> <p><b>Lesson 3: Can I learn how to be safe with substances?</b></p> <ul style="list-style-type: none"> <li>To begin to understand what is safe to put into or onto our bodies.</li> <li>I understand what can safely go into my body.</li> <li>I understand what can safely go onto my body.</li> <li>I can explain why I should never put some things into my body.</li> </ul> <p><b>L3 Key Vocabulary: into, onto, adult, danger, ill, damage medicine</b></p> <p><b>Lesson 4: Can I learn how to stay safe at home?</b></p> <ul style="list-style-type: none"> <li>To understand that there are dangers at home and how these can be avoided.</li> <li>I understand that there can be hazards in the home.</li> <li>I can explain how I can make things safer by following simple rules.</li> <li>I know what I need to do if there is an accident at home.</li> </ul> <p><b>L4 Key Vocabulary: safe, unsafe, accident, hazard, danger</b></p> <p><b>Lesson 5: Can I learn what an emergency is and how to respond in an emergency?</b></p> <ul style="list-style-type: none"> <li>To know what an emergency is and how to make a phone call if needed.</li> <li>I understand what an emergency is.</li> <li>I know the number to call in an emergency.</li> <li>I know my address and postcode</li> </ul>	<p><b>Key Objectives:</b></p> <p><b>Lesson 1: Can explore what family is?</b></p> <ul style="list-style-type: none"> <li>I know the correct names for different relations</li> <li>I understand that certain information about me and my family is personal.</li> <li>I can understand that families can include different people</li> </ul> <p><b>L1 Key Vocabulary: family, relation, Mum, Dad, parent, brother</b></p> <p><b>Lesson 2: Can I explore What friendship is?</b></p> <ul style="list-style-type: none"> <li>To begin to understand the importance and characteristics of positive friendships</li> <li>I can explain what I like about my friends</li> <li>I understand some characteristics of a good friend</li> </ul> <p><b>L2 Key Vocabulary: friend, kind, trust, generous, share, listen, fun, helpful, truth</b></p> <p><b>Lesson 3: Can I recognise other people’s emotions?</b></p> <ul style="list-style-type: none"> <li>To recognise how others, show feelings and how to respond</li> <li>I can recognise when other people might feel sad, worried or angry</li> <li>I can show that I care by listening and thinking about what they say</li> <li>I can offer advice</li> <li>I understand that people can feel differently from me</li> </ul> <p><b>L3 Key Vocabulary: feeling, sad, worried, help, care Listen</b></p> <p><b>Lesson 4: Can I explore how friendships can make us feel?</b></p> <ul style="list-style-type: none"> <li>To begin to understand how friendships can make us feel</li> <li>I understand the feelings we may have about working with different people</li> <li>I can work with people I don’t know very well.</li> </ul> <p><b>L4 Key Vocabulary: Challenge Co-operate Work together Team</b></p> <p><b>Lesson 5: Can I explore Gender Stereotypes?</b></p> <ul style="list-style-type: none"> <li>To begin to understand what is meant by a stereotype</li> <li>I understand that stereotypes about boys and girls exist</li> <li>I can explain why these are often incorrect</li> <li>I can challenge stereotypes.</li> </ul> <p><b>L5 Key Vocabulary: stereotype, favourite, boy, girl</b></p>	<p><b>Key Objectives:</b></p> <p><b>Lesson 1: Can I explore the importance of rules?</b></p> <ul style="list-style-type: none"> <li>To begin to understand the importance of rules</li> <li>I can identify key rules we have in school</li> <li>I understand why rules are important</li> <li>I can explain some consequences of not having or following rules</li> </ul> <p><b>L1 Key Vocabulary: rule, different</b></p> <p><b>Lesson 2: Can I explore why I am unique?</b></p> <ul style="list-style-type: none"> <li>To begin to recognise ways in which we are the same and different to other people</li> <li>I can describe what it means to be unique</li> <li>I can identify things that are the same about people</li> <li>I can identify things that are different about people</li> </ul> <p><b>L2 Key Vocabulary: Same. different. unique</b></p> <p><b>Lesson 3: Can I explore ways in which I am the same to others?</b></p> <ul style="list-style-type: none"> <li>To understand the range of groups people belong to.</li> <li>I understand that there are a range of groups people belong to</li> <li>I can identify some groups I belong to</li> <li>I can explain that some groups are chosen and some we just belong to.</li> </ul> <p><b>L3 Key Vocabulary: Different Group same</b></p> <p><b>Lesson 4: Can I begin to explore what money is and where it comes from?</b></p> <ul style="list-style-type: none"> <li>To understand what money is and where it comes from.</li> <li>I understand that coins and notes have different values.</li> <li>I can identify where children might get money from.</li> <li>I can explain what to do if I find money.</li> <li>I understand why it is wrong to steal money.</li> </ul> <p><b>L4 Key Vocabulary: Coins Earn Money Pocket money Value</b></p> <p><b>Lesson 5: Can I begin understand how to use money?</b></p> <ul style="list-style-type: none"> <li>To begin to understand that people make different choices about spending and saving money.</li> <li>I understand that we can make choices about what to do with our money.</li> <li>I can explain what might influence these choices</li> </ul> <p><b>L5 Key Vocabulary: Choice Save Spend</b></p>

**Cross-Curricular Links:**

**Math’s: Money**

**Computing: I can explain rules to keep myself safe when using technology both in and beyond the home.**

**I can describe how to behave online in ways that do not upset others and can give examples.**

**Enrichment:**

**Autumn: Keep Stoke Smiling Workshop**

**Emergency Service visit into school.**

**Spring:**

**Summer:**

**Key Skills which can be revisited throughout other Subject Areas:**

**Daily Mood tracker – Emotions**

**Playtime/Lunch time/Class/Assembly: Rules**

**Key Days:**

**World Mental Health Day (October)**

**Children in need (November)**

**Anti-Bullying Week. (November)**

**Red Nose day (March)**

**Safer Internet day (February)**

**Earth Day (April)**

**World Day for Cultural Diversity (May)**

**International Friendship Day (July)**

<b>L5 Key Vocabulary: police, fire, ambulance, emergency,999</b>		
<b>Resources</b> See Kapow individual lesson plan and linked resources.	<b>Resources</b> See Kapow individual lesson plan and linked resources.	<b>Resources</b> See Kapow individual lesson plan and linked resources.
<p><b><i>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</i></b></p> <ul style="list-style-type: none"> <li>• c. to recognise, name and deal with their feelings in a positive way;</li> <li>• a. to recognise what they like and dislike</li> <li>• to think about themselves, learn from their experiences and recognise what they are good at; e. how to set simple goals.</li> <li>• that all household products, including medicines, can be harmful if not used properly;</li> <li>• g. rules for, and ways of, keeping safe,</li> <li>• a. how to make simple choices that improve their health and wellbeing;</li> <li>• e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); <b>(Fire service)</b></li> </ul>	<p><b><i>Link to the National Curriculum – Taken from RSE government guidance 2021</i></b></p> <ul style="list-style-type: none"> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• b. to listen to other people, and play and work cooperatively;</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<p><b><i>Link to the National Curriculum – Taken from RSE government guidance 2021</i></b></p> <ul style="list-style-type: none"> <li>• to agree and follow rules for their group and classroom, and understand how rules help them;</li> <li>• to recognise choices they can make, and recognise the difference between right and wrong;</li> <li>• to identify and respect the differences and similarities between people;</li> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• to realise that money comes from different sources and can be used for different purposes</li> </ul>

**By the end of Year 1 children will be able to:**

Recognise their own emotions and those of others and how to respond to these.

Know how friendships may make them feel and what a good friend looks like.

Know how to stay safe within their home and recognise safe and unsafe substances within the home.

Know what an emergency is and how to respond in an emergency.

Know and understand what family is and how these can be different for others.

Know what stereotype means and know what some people think about boys and girls is incorrect.

Recognise what makes them unique and identify similarities with others.

To understand the importance of rules in school.

Know what money is, where it comes from and how we use it.